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ABSTRACT

Vocational guidance began in the early 1900s with a selection and placement focus, adopted a personal adjustment focus in the 1920s, and now has a development focus. Brown, Brooks, and Associates (1984) identified four major issues and nine trends in career development today. Issues concern career development theories for women and minorities, work as a salient life role, tests in career counseling, and self-directed career development approaches. This paper examines new developments in the career planning field using eight of the nine trends identified by Brooks, et al.: (1) technology will both compound and provide assistance with career development problems of workers; (2) effects of employment and unemployment on mental health will be of increasing concern; (3) career development programs will be increasingly available in a greater variety of settings from a wider range of personnel; (4) there will be increased interest in career counselor certification; (5) an increased recognition of the complexity of career counseling will occur; (6) there will be an increasing emphasis on the postmidlife period of career development, including retirement planning; (7) greater concern for career development and career counseling of special groups will emerge; and (8) there will be greater emphasis on work adjustment factors, particularly as they relate to productivity and quality. A list of sources designed to be used as a basic reference guide for further exploration is included. (NB)

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MY, HOW TIMES HAVE CHANGED! (HAVE THEY??!)

NEW DEVELOPMENTS IN CAREER PLANNING

A PAPER PRESENTED AT THE
CAREER PLANNING FOR OUR CHANGING TIMES CONFERENCE
DAYTONA BEACH, FLORIDA, FEBRUARY 19, 1987

CG 020293

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MY, HOW TIMES HAVE CHANGED! (HAVE THEY???)

---NEW DEVELOPMENTS IN CAREER PLANNING

(A Paper Presented at the
Career Planning for Our Changing Times Conference,
Daytona Beach, Florida, February 19, 1987)

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When asked in December, 1986 to develop a paper addressing the topic, "New Developments in Career Planning", the author's first reaction was to respond with a loud, "NO!" This is a topic in which he would be interested...and needed..and was by no stretch of the imagination an "authority" as were other distinguished presenters scheduled to appear at the conference.

Being a risk-taker, however, the author reconsidered and agreed to take on the task. The following report incorporates the results of over 100 personal letters to publishers, journals, and associations gleaned from listings found in Magazines for Libraries (1986) and El-Hi Textbooks and Serials in Print (1986) and from numerous telephone interviews with Florida State Department of Education personnel and national leaders in the career development movement on university campuses and in related professional organizations.

Enthusiastic responses gave great support and encouragement to the project. The sharing of ideas and products was amazing and certainly appreciated.

There's Nothing New Under the Sun?

David Jepsen, editor of Career Development Quarterly, expressed support of the project, stating that although some current ideas are old and of long standing, there are many other new ideas being expressed in career development. The May, 1936, issue of Occupations, the oldest on file at the American Association for Counseling and Development, describes "career planning" and, as Jepsen pointed out, "Many things haven't changed in all those years." Contributions to Career Development Quarterly, however, indicate the 1980s' innovations and developments in the field. In supporting the author's research approach, Jepsen pointed out that there is a time lag from the time new ideas are developed and when they are submitted for publication. Even professional journals are modifying their reporting. With its December, 1986 issue, Career Development Quarterly began its innovative "Getting Down to Cases" section which is devoted exclusively to career development cases and responses by selected career counselors, feeling that it is appropriate for a professional journal for practicing career counselors to include a special forum for discussing particular and unique individual cases.

Obviously, there are many new things under the career development sun! Many name changes reflect the definite movement away from the old "vocational guidance"

limitations to broader "career planning and development" horizons. The National Vocational Guidance Association, a division of the American Personnel and Guidance Association is now known as the National Career Development Association, a division of the American Association for Counseling and Development. Its quarterly, long known as The Vocational Guidance Quarterly is now The Career Development Quarterly. The American Industrial Arts Association is now the International Technology Education Association... and on and on!

Increased awareness of ever-expanding sub-populations is evidenced by Equal Opportunity Publication, Inc's expansion to include six publications directed at junior and senior college students, recent graduates, and young professionals who turn to the publications for career guidance and job information. Magazine titles include Equal Opportunity (in its twentieth year), Career Woman (in its fourteenth year), The Minority Engineer (in its seventh year), The Woman Engineer (in its seventh year), The Computer & Electronics Graduate (in its fourth year), and Careers & The Handicapped (in its second year). Three of these publications recently produced their annual career surveys in which students offered their preferences and goals, which might be of specific help in defining what students want in their career planning and placement offices, according to Editor Jim Schneider.

Serving More than Students, ASHE-ERIC Higher Education Report #7, in 1985 cited five areas that had implications for student affairs organizations related to changing student interests and values. "Increased efforts in career planning and placement" topped the list of five areas cited (Garland, 1985, p. 40). The report stated that among the changes society and institutions must face are "a decline in the birth rate, growing minority enrollments, the legacy of the baby boom, demographic shifts, an evolving information society and economy, changing sex roles, and growing evidence of narcissism of individuals and groups"(Garland, 1985, p. 11).

So, what began as vocational guidance at the turn of the century with a selection and placement focus and evolved into a personal adjustment focus in the 1920s and 1930s has now assumed a development focus. "Selection, placement, and adjustment remain but are encompassed in the concept of career development over the life span....(with) the realization that career development is a life-span phenomenon and that all individuals can benefit from career development programs and services whatever their ages or circumstances (Gysbers, 1984, p. 630). In summarizing the career development movement in Working with Careers, Michael B. Arthur traces it from the vocational guidance stage through the human resource planning stage, the human potential stage, the women's and minorities' rights stage, up to today's life/career stage. Essential messages to individuals in this latest stage, says Arthur, include "You have a series of predictable developmental tasks to face; you will need to live through these in managing your own career, knowing about them in advance may help you cope" (Arthur, et al, 1984, p. 14).

Arthur further states that the essential message sent to society in this latest, life/career stage is

> What we now know about adult life stages demands more social concern. Society should be responsive to people's lives and careers according to cohort group, by age and developmental stage (Arthur, etal, 1984, p. 14).

Are we seeing an awakening of the nation's stage legislatures toward the importance of well-defined career development programs? Ms. Pat Schwallie-Giddis, Florida's State Coordinator of Career Development, Department of Education, recently contacted all states with a career development survey. By the time of this conference, she had received 29 responses (including the District of Columbia). Of these 29 respondents, only nine indicated their states had career development legislation. Seven respondents mentioned that career development was only a local level focus rather than statewide. Two reported a state plan in development stages. One state reported that its career education bill failed in the 1986 legislative session. (Schwallie-Giddis, 1987).

Information Schwallie-Giddis received relative to major career education emphases indicated a wide range of emphases, with ten of the 29 respondents stating job placement and follow-up. Other emphases included career/occupational orientation/exploration (7), career/occupational/vocational information (6), vocational training/skill development (6), self-awareness in relation to others and society (6), decision-making experiences (4) and vocational guidance/occupational counseling (3). Twenty-eight other emphases were noted by two or one respondent (Schwallie-Giddis, 1987).

Issues and Trends in Career Development

In their Career Choice and Development, Duane Brown, Linda Brooks, and Associates determined four major issues and nine trends in career development today. The issues:

(1) Do we need separate career development theories for women and minorities?

(2) Is work the most salient life role?

(3) What is the role of tests in career counseling?

(4) What is the role of self-directed career development approaches?

The nine trends these authors identify include (1) technology's impact; (2) employment, unemployment, and mental health; (3) increased availability...variety of settings...from wider range of personnel; (4) certification of career counselors; (5) increased recognition of career development's complexity; (6) increased emphasis on postmidlife period of career development -- including retirement planning; (7) greater concern of special groups emerging; (8) great emphasis on work adjustment factors -- particularly related to productivity and quality; and (9) increased research emphasis related to the decision-making process (Brown, etal, 1984).

The author of this report chose to use Brown's nine trends in career development today as the major headings under which new developments in the field would be categorized.

Trend: Technology will both compound and provide assistance with the career development problems of workers

Harold Goldstein, in Designing Careers, writes that counselors must become aware of the far-reaching changes going on in the structure of work in order to be able to alert clients to the need to keep in touch with the changing labor market. Goldstein further states that counselors need to emphasize education and training for greater flexibility in adapting to occupations and more ability to take advantage of opportunities as technology continues to develop and to alter the job market (Gysbers, etal, 1985).

In the International Technolgy Education Association's report, "Technology Education: A Perspective on Implementation", Walter B. Waetjen writes

> ...three areas of technology--energy, information, and bio--illustrate something of the nature of technology in our society. It is at once explosive, unpredictable, remarkably beneficient, and laden with social and technical problems. It forces us to accomodate its vagaries and to be flexible, if we are to share its bounty.
>
> In its modern garb, technology may be too new on the human scene to be fully understood. Nevertheless, it is the responsibility of education, beginning in the K-12 programs, to acquaint all members of our society with some measure of its technics, including hands-on practice. And of equal importance, education must deal with the social and political consequences of technology, both as history and future. Technology education in this holistic sense has an unprecedented challenge! (International Technology Education Association, 1985, p. 7).

JoAnn Harris-Bowlsbey in Designing Careers talks of major developments since 1966 of the computer as a tool in career guidance programs and of the 20 years of excitement and challenge. Noted, too, is a continued professional attitude of sharing related to new developments in computer-assisted career development work. Such systems have and will continue to alter counseling approaches, but will continue to become more vital tools and time-savers, but should not be considered as counselor replacements. Computers and the newly-developing interactive videodisk systems "will leave the counselor with much higher-level tasks with those students who need them--helping students acquire deeper self-understanding as this relates to vocational choice, helping students narrow options by finding bases for comparison and weighting of alternatives, and helping students apply planful decision-making skills. Since the computer alone will adequately meet the needs of a majority of students for career guidance purposes, the counselor should have an increase in time for counseling in a variety of other areas related to personal/social development (Gysbers, etal, 1985, p. 381).

Computers also are able to shorten counselors' time needed to assess aptitudes because tests taken at computer terminals can be scored almost instantaneously. Both the GATB and ASVAB can be taken at a computer terminal and interactive programs such as MORTON and PLATO DCS are even available for psychodiagnosis with limited practicality due to some clients' discomfort with computer keyboards (Baxter, 1985).

The use of computer assistance continues to expand into many interesting areas. "Examples abound of the reliance on electronic data processing in student affairs -- monitoring the progress of underprepared students at the University of Georgia, evaluating student affairs programs at the University of Nebraska, and evaluating student activities at the Community College of Allegheny County" (Garland, 1985, p. 85).

Trend: The Effects of Employment and Unemployment on Mental Health will be of Increasing Concern

Sundal-Hansen in Designing Careers writes that one of the great challenges in the future for career guidance will be

> ...to help people cope with and manage the changes in their lives. Many are going to counselors today because they cannot cope with change--divorce, death, job loss, midlife career change, broken relationships, widowhood, separation, immigration. Although there will always be crises and the need for human service providers to help others through crises, attitudes about change may also affect what becomes a crisis....The need for help in managing a variety of career transitions over the life span has become and will continue to be a major concern of career counseling....Helping people understand and manage life transitions and empowering them to bring about planned changes in their...lives and work environments may be one of the major contributions of career guidance, of both women and men (Gysbers, etal, 1985, pp. 237-238).

David Jepsen, editor of Career Development Quarterly, mentions that attempts are being made to integrate the whole of guidance with the whole of psychological counseling and that the treatment of one's choices is entering into the picture (Jepsen, 1987).

Crabbs, Black, and Morton (1986) developed a "Work Events Inventory" as part of a research design to quantify estimates of stress resulting from selected work events and to examine perceived differences of its impact among men and women. Twenty-six such work events were isolated and ranked and those considered by workers as most damaging of the 26 included (1) lack of support from boss; (2) lack of expected promotions; (3) lack of job security; (4) poor relationship with boss; (5) poor relationships with colleagues and subordinates; (6) requirements of job exceed your skills or abilities; (7) organizational politics; (8) lack of participation in decision making; (9) change in standards of acceptable performance; (10) time pressures and deadlines; (11) conflicting perceptions of your job responsibilities; (12) job

transfers or retirement; (13) lack of effective communication with your boss; and first week on a new job; (14) success or achievement in job; (15) loss of identity in the organization; and (16) poor physical working conditions. Although their study showed no significance on 23 of the 26 factors between women and men, the authors concluded there is general agreement among the sexes concerning the work events that are considered the least stressful of the 26 and that these involve stressors that are intrinsic to the job or to one's role in the organization. They state, "From this it can be inferred that both men and women find certain non-people-oriented job responsibilities less stressful than certain people-oriented job responsibilities, although they may have little control over the event" (Crabbs, etal, 1986, p.7). The authors did not find much agreement on the most stressful work events. Awareness of these work stress events is of importance in the work of counselors, who need to be educators as well as facilitators. The development of awareness programs is essential. It should also be mentioned that the goal of stress reduction should be to moderate rather than eliminate stress and to help clients develop a variety of coping skills.

Related to stress and one's mental health is the job hunt, which Martin Kimeldorf (1986) considers a modern test of survival which is repeated behavior in most lives. Kimeldorf mentions that "looking for work has become, in the words of one counselor, 'a trial of one's identity.' The student in college, the student in special education, and the student incarcerated all face this trial in their futures" (Kimeldorf, 1986, p. 31). He points to job search education and related programs and strategies for the unemployed adult as vital to this modern test of survival.

Recent expansions of such concepts as "downsizing" by major corporations have added considerably to the list of possible stressors.

As pointed out in an Associated Press story related to the government's readiness to enforce new restrictions against hiring illegal aliens (Gillott, 1987), the alien situation is stressful not only to employers and the illegal aliens, but also to prospective employers of minority groups in general. The article also points out that non-aliens are also caught up in the problem and suffering stress as a result of it.

Trend: Career Development Programs will be Increasingly Available in a Greater Variety of Settings and from a Wider Range of Personnel

Duane Brown, in Career Choice and Development points out that career development programs into business and industry are expanding and also that more untraditional settings such as prisons, hospitals, shopping centers, and the home (through microcomputer career exploration programs!) will increasingly enter the picture. He also notes that career development will be provided more and more by those professionals

who traditionally have not been so interested in career development counseling, including clinical psychologists, mental health counselors, social workers, industrial psychologists, and human resource development consultants (Brown, etal, 1984).

Recipients of career planning in industry include such workers as

---the potential manager
---the stagnated professional
---the frustrated secretary
---the entry-level employee
---the high-tech specialist
---the employee approaching retirement
---the industrially injured worker
---the surplus worker
(Gysbers, etal, 1985)

Knowdell, in Designing Careers summarizes a section on career planning and development programs in the workplace, by stating that two perspectives of adult career development must be recognized: personal growth and improved performance effectiveness and that both perspectives suggest that individuals and organizations should work together to enhance one another. Individual factors that affect adult development include social class; personality; interests and values; self-knowledge and career plans; career motivation; career stage; and life cycle. Organizational factors that affect adult development include organizational purpose and job opportunities; supervision and performance assessment; career-planning and career development activities; and staffing support systems (Gysbers, etal, 1985).

Trend: There will be Increased Interest in Certification of Career Counselors

All fifty states license psychologists and in 1982, the National Vocational Association put into motion licensure requirements and to establish a credentials examination for career counselors. Licensure in general continues to be talked about and it would probably require more education of counselors, i.e., a 60-hour masters degree and two years of experience to be certified as a career counselor (Baxter, 1986).

Trend: An Increased Recognition of the Complexity of Career Counseling will Occur

Career counseling will continue to address more the dynamic aspect of career development through the use of systematic career guidance programs (Gysbers, etal, 1985). Such counseling is coming to a recognition of the changing relationships between work and non-work and to what a life actually stands for (Arthur, etal, 1984). Herr, in Career Guidance and Counseling Through the Life Span (1984) thoroughly investigates such areas as life-span approaches to work and leisure, trends included in systematic planning for life. He envisions the counselor to become an "applied behavioral scientist."

"Traditionally, career development programs and services focused on immediate problems and concerns" (Gysbers, etal, 1985, p. 629). Examples of these included

personal crises, lack of information, a particular occupational choice, and ineffective relationships with spouses, children, fellow employees, or supervisors. Counselors are asked to respond to these immediate problems and concerns. "This focus for career development programs and services will continue, and new and more effective ways of helping people with their problems and concerns will continue to emerge. However, to help people meet the challenges they may face in the future, this focus for programs and services is not sufficient. What is needed is a developmental focus (Gysbers, etal, 1984).

> The developmental focus for career development programs and services is not new. It has been part of the profession...What is new is the sense of urgency about the importance of helping people toward the goal of becoming competent, achieving individuals--of helping people focus on their competencies (skills) rather than only on their deficits as they are involved in their career development over the life span. (Gysbers, etal, 1984, p. 630).

Trend: There will be an Increasing Emphasis on the Postmidlife Period of Career Development, Including Retirement Planning

Traditionally, employers have concentrated on what employees need to bring to the company, as described in the following depression-era listing, "What to Teach Boys About Working" which was shared by Captain C.W. Fisher, manager of the U.S. Navy Yard at Mare Island, in an address to the California Vocational Association:

> "The prospective employee should:
>
> Keep his mouth shut and his ears open.
> Read all rules and notices thoroughly himself.
> Render instant unquestioning obedience to authority.
> Be jealous of his rights, but manifest this jealousy with utmost care.
> Not be a busybody, but pick up what he can about what is going on.
> Not permit himself to be disturbed by the envy or horse-play of his mates.
>
> Always be cheerful, and be able to take hard punishment, both verbal and financial for errors or violations of rules without losing his temper or becoming a grouch.
>
> Do a little more than demanded and do it better.
> Be prompt and punctual, and regular in attendance.
> Be neat--put things away. Be clean.
> Be friendly, but not obtrusive.
> Be self-reliant, but always ready to receive suggestions.
> Realize that the organization must be maintained."

Employers long have held some traditional organizational assumptions about employees as summarized by Arthur, etal, in Working with Careers (p. 79) as follows:

1. Family Patterns are Traditional

   Despite dramatic demographic changes, organizational policies are still anchored in the presumption that employee families comprise a single wage earner with home support.
2. Employees Shoud be Totally Work-Involved

   Despite the variety of ways in which work requirements can be met, organizations continue to presume that effective performance requires a primary commitment to work with other involvements necessarily taking a secondary role.
3. Everyone Wants to Move Up

   Despite evidence that people have a variety of career orientations, organizational norms and rewards systems are based on the assumption that promotion up a hierarchy is the universal definition of success.

4. Within a Given Organizational Category, Employees' Orientations are Similar and Unchanging

> Despite an increasingly heterogeneous work force, organizational career paths remain monolithic, on the presumption of a pre-determined and constant orientation for any occupational role.

Lotte Bailyn, in Working with Careers (Arthur, etal, 1984), feels that these four assumptions underlie the career procedures most incongruous with new patterns of work/family relations and are contrary to life-span counseling processes. Bailyn goes from a full discussion of the four assumptions to alternatives, including "negotiating careers" which takes into account that the life situations of employees are becoming more various and that career procedures based on an assumptive pattern of homogeneity as above, are inadequate. The organization's task becomes that of providing multiple career paths and career procedures flexible enough to accommodate such individual differences. Bailyn's process "requires individuals to take responsibility for assessing their own priorities and to translate this into the level of commitment they are willing and able to give to work. Organizations, in turn, need to adjust the requirements of a particular job to varying degrees of employee commitment (Arthur, etal, 1984, p. 93).

On January 30, 1987, British futurist Robert Theobold in a speech given at Ocala, Florida's second annual "Vision 2020" Conference predicted a continuing world-wide population explosion and--in the U.S.--an explosion in the number of older citizens. This latter explosion, he said, will speed a trend toward lifelong learning. Upon "retirement" from one career, a person entering his senior years will return to school for retraining or move to another career for which they already have been preparing. "In effect, you don't expect to resign from the world" upon concluding a primary career, he said, adding "Obviously you don't work as hard at 75 as you do at 25."

Daniel J. Levinson, in Working with Careers states

> With the rapid increase in life expectancy and in the size of the over-65 population, society must give greater attention to the quality of life in this era. Efforts are now being made to extend the normal retirement age and to eliminate the mandatory retirement age....For the well being of society, it is necessary that more people be enabled to work in productive and satisfying ways until their 60s and beyond. We are now far from the realization of this goal (Arthur, etal, 1984, p. 55).

Related to this, Levinson feels that it is urgently important for our work organizations as well as their individual members, that we gain some understanding of development in middle adulthood, the years from roughly 40 to 65. Most people in their early forties are at or near their organizational ceiling, but they have another 20 years to go. Levinson continues

> The well being of of our society requires that middle aged women and men be able to hold positions of responsibility, to engage in productive work, to foster the younger generations of adults, and to pursue their own satisfactions and development. For all our institutions--economic, political, religious, educational, scientific--middle adulthood is now the critical era in the life cycle. We must learn how to foster the development of adults in this era so that they, in turn, can foster the development of other individuals and of our social institutions (Arthur, etal, 1984, p. 74).

In 1986, the Career Center Bulletin stated that between 1980 and 2000 the group of people aged 40 and under will increase by only three percent while the population between 40 and 85 will increase by 42 percent. People, they remind us, are living longer and spending a greater portion of their lives in retirement. "What," asks the Career Center Bulletin article, "A Clear Path Toward Retirement" are American corporations doing to prepare employees for retirement?" They continue by stating, "While a handful of major corporations have extensive pre-retirement programs, the majority of employers do little in the way of providing aging employees with helpful tools for surviving in today's pre- and post-retirement life." They continue by detailing one highly successful program aimed at preparing employees for retirement, LifePath, developed by Control Data Corporation. LifePath includes a process-oriented program designed to be usedful to employees and their spouses aged 45 and up throughout their latter years of employment and into retirement. LifePath addresses seven issues that studies have identified as key to successful retirement. They are:

> Personal life changes: Age transitions in the adult life cycle, myths and realities of aging and effectively planning for change.
> Space: Defining and selecting the location and style of a living space that is appropriate.
> Time: Using time realistically, meaningfully, and productively before and after retirement.
> Work: Selecting satisfying alternative forms of work including phased retirement considerations for supplementing retirement income.
> Health: Ways to improve and maintain health to make latter work years and retirement as enjoyable as possible. Topics include nutrition, sexuality, exercise, and general wellness.
> Finances: Understanding the financial elements that affect retirement including social security, medicare, employee benefits, and developing a plan for assessing and planning retirement monetary needs.
> Relationships: Functioning maturely in personal relationships, including marriage, living alone, nurturing friendships, relating to adult children and aging parents.

Life/Path and its important issues seems to point ways in which career counselors can work with the business community for the benefit of the aging workers in the force.

Many possibilities for post-retirement employment are being discussed and/or pursued. One such program is detailed in the December, 1986 Journal of Employment Counseling which tells of programs involving elderly adults in the provision of child care services which have evolved as one possible solution to problems identified by working parents and the elderly (Miller, 1986).

Trend: A Greater Concern for Career Development and Career Counseling of Special Groups will Emerge

Fast becoming a MINORITY!: The traditional student....18 to 24 years old... middle-class....white....full-time....

The NEW CONTENDERS!: Older returning adults....women....the underprepared... the disadvantaged...the disabled....commuting/part-timers...ethnic minorities...racial minorities....and they bring different values, learning styles, expectations for career and lifestyle, educational expectations and motivations, and personal development needs...

...and even the goals and values of traditional students are different from those of their (traditional) predecessors! (Garland, 1985).

These "new contenders" may very likely be handicapped....by poor high school preparation...with greater financial needs....with higher adjustment needs...with higher levels of expressed academic anxiety.

> As a result, attrition rates are higher than those for traditional students....and most development theories guiding student affairs may not be appropriate for minority students until they encompass broader cultural, historical, and religious traditions....A disparity between ability and aspiration is often created and must be resolved early....Poorly prepared students need career and educational counseling that seeks to match ability and aspiration in addition to remedial programs addressed to basic skills and study skills...(Garland, 1985, p.31).

About Blacks, Hispanics, Native Americans, Asians

--The college-going rate of 18-24 year old blacks will soon equal that of whites (Garland, 1985).
--Hispanics, likewise (despite lower high school completion rates of blacks or whites (Garland, 1985).
--Latinos are the fastest growing ethnic group -- In 2010, they will make up nearly 40 percent of the entire population of a vast section of California (Hispanic Times, December/January 1987).
--The Asian population also will grow fast--rising to 9 percent from 6 percent between 1980 and 2010 (Hispanic Times, December/January 1987).
--The 10 percent black population will remain stable (Hispanic Times, December/January 1987).
--Latino immigrants are typically young and in the reproductive age group (Hispanic Times, December/January, 1987).

Garland, writing in Serving More than Students, details a number of ways we might rise to meet the challenges of this "new contender". These might include

--programs and services for special populations
--support centers for special populations
--special orientation programs
--academic and personal counseling geared toward their backgrounds of understanding
--learning assistance for basic skills development
--continuation of institutional funding of special services for disabled students
--facilities for older or married students
--academic advising
--learning assistance centers
--team approaches and their potentialities

In its first issue of its second year of publication Careers & The Handicapped (which proclaims proudly on its cover that it is "the career magazine bringing pride and promise to the physically handicapped"), the Publisher's Page boldly and joyfully has as its headline: "WE'VE MADE PROGRESS...AND WE'VE HIT A NERVE!" It continues:

> With the second edition of CAREERS & THE HANDICAPPED magazine, we have made progress in encouraging industry and government to intensify their thinking about reaching out to you, our readers, and involving you in their future recruitment plans.
>
> Some companies and government agencies are beyond the thinking stages. They are ready for action and are backing up their commitment to hire the physically challenged by advertising in CAREERS & THE HANDICAPPED magazine and launching bold progressive programs. And, for them, it is more than a beginning. They already have exciting stories about the successes of their physically challenged employees (CAREERS & THE HANDICAPPED, Winter 1986/87, p. 9).

The magazine itself is a revelation and features braille on its cover, a special Braille section within the magazine, featuring career information and advertisers.

(The cover label in Braille telling of the special section within was affixed by the physically challenged at Goodwill Industries!)

Also within the covers of this progressive magazine is a 33-1/3 rpm recording, "Editorial Digest and Career Opportunities Offered by C & H Advertisers."

This trend--a greater concern for career development and career counseling of special groups will emerge--already looks challenging and exciting!

Trend: There will be a Greater Emphasis on Work Adjustment Factors, Particularly as They Relate to Productivity and Quality

In an article aptly entitled "The Invisible Curriculum" Pat Schwallie-Giddis states, "Just recently, a major paper came out from corporate leaders saying that we need to spend more time on the 'invisible curriculum' of teamwork, reliability, honesty, and learning how to learn. These are traits that people in the business world consider to be important. We term these kinds of things 'employability skills.'" (Schwallie-Giddis, 1985).

Duane Brown, discussing the relationship between psychological factors and economic productivity, notes that business and industry career counselors will be asked increasingly to deal with the unproductive worker. Whereas the past focus of such counseling has been drug and alcohol abuse, marital problems and similar concerns, Brown tells us that in the future the greater concern will be: the worker's match to the occupation (Brown, etal, 1984).

> ...the complexity and seeming remoteness of the occupational world may make unduly difficult the important tasks of reality testing and identity formation in the learning of occupational roles. Consequently, the individual's career development may be misdirected and its pace uneven. In its broader sense, the concern of the career counselor is not with the act of decision making alone but with humanizing the occupational socialization experience and facilitating career maturity (Gysbers, etal, 1985, pp. 183-84).

An innovative program in Florida related to the above is The Sunshine State Skills Act. The 1985 Florida Legislature approved this act which provides for $700,000 in state funds to be distributed to community colleges presenting approved proposals in accordance with the act. The act is designed to aid new, expanding, or diversifying businesses by providing specific training programs to assist in obtaining qualified employees. Twelve community college programs in partnership with businesses were approved initially, with nine others approved in a second round of consideration. Many areas of partnership -- from management to language and culture, from secretarial to critical care nursing, from computer assembly to foliage production courses--are included in this innovative program (Florida Vocational Journal, Nov/Dec, 1986).

In a cover letter accompanying materials from Chronicle Guidance Publications,

Inc., Associate Marketing Manager Marjorie Layton wrote

> ...Another wave Chronicle is pursuing is to publish Occupational Briefs that discuss jobs of the future--those jobs that are expected to increase dramatically or a high rates over the next ten years.... We feel that more emphasis will be placed on information of this kind in the near future instead of promoting engineers, for instance, and coming up with an oversupply four to six years down the road. The same thing happened to teachers. Too much emphasis is apt to be placed on one occupation so that the Nation ends up with either an overabundance or a lack of workers in the field (italics added) (Layton, January 16, 1987).

Job Market Information

1. Bachelor degrees awarded increased rapidly until the early 1970s, but then leveled off and will decline through the mid-1990s. (Source: National Center for Education Statistics)

2. After increasing between 1973 and 1984, the college age population is projected to decline over the 1984-95 period. (Source: Bureau of the Census)

3. College graduates entering the labor force through the mid-1990s are expected to exceed job openings that will require a college degree by an average of 200,000 annually. (Source: Bureau of Labor Statistics)

4. The Top 10 States for Job Growth, 1984-1995:

State	% Growth
Arizona	27.06
New Hampshire	22.34
Alaska	20.70
Florida	19.72
Georgia	19.57
Virginia	17.79
Delaware	15.02
North Carolina	14.38
Vermont	14.31
Maine	14.23

Source: Occupational Outlook Quarterly, Fall, 1985

5. The 10 Fastest Declining Occupations, 1984-1995

Stenographers (40.3%)
Shoe Sewing Machine Operators (31.5%)
Railroad Brake, Signal Switch Operators (26%)
Rail Car Repairers (22.3%)
Furnace, Kiln, Kettle Operators (20.9%)
Shoe and Leather Workers & Repairers (18.6%)
Private Household Workers (18.3%)
Telephone Station Installers & Repairers (17.4%)
Garment Sewing Machine Operators (16.7%)
Textile Machine Operators, Tenders, Setters (15.7%)
(Source: American Vocational Association's Job Market, Spring, 1987)

6. The 10 Fastest Growing Occupations, 1984-1995

Computer Service Technicians (96.8%)
Legal Assistants (94.3%)
Computer Systems Analysts (85.3%)
Computer Programmers (76.9%)
Computer Operators (75.8%)
Office Machine Repairers (71.7%)
Physical Therapy Assistants (67.8%)
Electrical Engineers (65.3%)
Civil Engineering Technicians (63.9%)
Peripheral EDP Equipment Operators (63.5%)
(Source: American Vocational Associations Job Market, Spring, 1987)

This paper has attempted to recruit, review, and report information related to the topic, New Developments in Career Planning. The many materials supplied by interested publishers, educators, journalists, and statisticians only have been skimmed in an effort to present the listener/reader with a broad and diverse overview of the rapidly expanding field of career development and life planning. The accompanying list of sources can be used as a basic reference guide for further exploration for particular purposes. Books such as Designing Careers, Career Choice and Development, Working with Careers, Serving More Than Students, Increasing Students' Learning...all are recommended for the far more fully-developed viewpoints than presented herein. The many old and new journals listed are excellent sources of on-going inquiry and their publishers and editors seem more than interested in reaching out to assist the layperson and his or her concerns and explorations.

Yes, there Is something "new unders the sun" and there is considerable research and material to draw upon in one's vitally important work in career/life development with students and industry.

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WITH SPECIAL THANKS TO ALL OF THE FOLLOWING WHO SO GENEROUSLY OFFERED MATERIALS AND SUPPORT IN THE DEVELOPMENT OF THE PRESENTATION, "MY, HOW TIMES HAVE CHANGED! (HAVE THEY??!) --NEW DEVELOPMENTS IN CAREER PLANNING" PRESENTED AT THE CAREER PLANNING FOR OUR CHANGING TIMES CONFERENCE HELD IN DAYTONA BEACH, FLORIDA FEBRUARY 19-20, 1987:

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